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JOURNAL OF THE Mysore State Education Federation

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EDITORIAL

Pre-Primary Education in Mysore

THE Government of Mysore appointed a Committee of Educational experts under the Chairmanship of Sri. J. B. Mallaradhya, M.A., M.L.C., formerly Director of Public Instruction in Mysore, to study the problem of Pre-Primary Education in Mysore and submit a report to Government for developing this aspect of Education and for taking necessary action. The Committee made an exhaustive study of the problem of Pre-Primary Education in the State and have submitted a comprehensive report on the various aspects of the problem incorporating various suggestions for implementation in the State. The Committee had for their consideration the answers received from several educationists to a questionnaire on the subject issued by them. Intensive tours were undertaken to study the needs of the several parts of the State and the working of the existing institutions. The report submitted by the Committee is said to be under the consideration of Government and the decisions of the Government are awaited with interest. We consider that Pre-Primary Education is one of the most neglected aspects of education in Mysore. The Government will, therefore, give all encouragement for the starting of a large number of Nursery Schools on a subsidised basis by Educational Organisations, Welfare Centres, Municipalities and Local Bodies. With the little children well trained in health habits and initiated into the joys of community living, the chances of their satisfactory progress later on in our Primary Schools is assured. The other problem that might as well be tackled at this stage is the production of literature for young children in Nursery Schools. In the light of what has been done in Western countries to stimulate activity, love for work and language learning through small books, we have ample scope for bestowing thought and attention. To carry on the work of

Nursery Education for Pre-Primary School children, an administrative agency for the State has to be created to effectively guide, supervise and control the work in such schools. We anticipate good progress in this direction in the State in the coming days.

The main features of the recommendations which involves a total outlay of Rs. 124 lakhs spread over a period of five years include the following.

The Committee opine that the education of the 24 lakhs of children in the State of the age-group 3-6 should be made the corner-stone of a statewide campaign of social movement. A planned effort in a scientific manner is suggested. 1,680 Pre-primary Schools are to be started in the first instance at selected areas, nearly 75% of them being situated in the rural parts. A Children's Charter on the model of the one adopted by the United Nations detailing the rights of the child and the responsibilities of the State in this regard has to be drawn up. The agency for the organisation and administration may well be left to the Social Welfare Board, while supervision and Guidance may be undertaken by the Education Department. A State Advisory Board for Pre-primary Education has to be appointed with a non-official Chairman to advise the Government on problems relating to Pre-primary Education. The need to start 18 more training institutions for S.S.L.C. qualified teachers has been emphasised. It is also suggested that the Government shall pay the salaries of the teachers while the managements will be responsible for the other items of expenditure. The importance of providing school meals has been prominently been stated. Low-cost buildings and simple equipment have been recommended. The children may be kept at school for three hours a day and each school shall have two batches of children.

PROMOTING CULTURAL UNDERSTANDING AMONG HIGH SCHOOL CHILDREN*

By SHRI C. S. BENNUR

Principal, Secondary Teachers' College, Belgaum

INDIAN society is a complex scheme of organisation with wheels within wheels in the form of castes and creeds. Each group possesses a particular creed, follows a particular set of religious dogmas and observes a particular code of religious life. This way of religious life has influenced the social life of the people and each group thus comes to have a peculiar life or culture of its own. Hindus, Jains, Christians and Muslims are each a community having a distinct way of life. Among each of these communities there are again groups called "castes" and "sub-castes". These castes and subcastes are based on slight variations from the main religious creeds and thus vary to some extent in their group life. Brahmins, Lingayats, Marathas, Harijans, etc., are different castes among the same Hindu community, but still they differ from each other to a great extent in their way of life.

This narrow group life with its religious and social institutions, customs and taboos has engendered in each member of the group, a narrow sectarian outlook. This sectarianism in religious matters may be defended on the group of freedom of conscience, and that the individual should have and must have freedom to worship God in his own way or to associate oneself with any religious group. But on this score an individual or group cannot claim superiority over others, much less social privileges. What we find today in India is that groups and individuals are trying to mix up these two issues—social and religious—and are vying with each other to further their own selfish ends. Thus the whole of our Indian social life has become a scene of communal tension and conflicts. The problem of subjecting this social disease of our national life to scientific diagnosis and, devising means and methods of eradicating it, is one of urgent necessity and calls for the efforts of social scientists, educationists, and administrators. It is with this idea that a few efforts have been made by me in understanding the formation of attitudes,

particularly communal attitudes of High School-children and of evolving and experimenting a few methods of promoting communal harmony and understanding. Attitudes are formed when children are young. How children come to assume characteristic attitudes and how those attitudes could be changed are problems the solution of which goes a long way in building friendly attitudes among children of different communal groups. From the point of view of social development of the child itself, a study of this kind seems to be of great importance. The social atmosphere in which our children find themselves today, either in schools or outside, is so inimical to the social development of the children that they either suffer from suppression or circumvention. A Harijan boy, for example, cannot adjust himself properly either at school or outside. He lives under the appalling conditions of suppression or circumvention. Thus much harm is done to the full development of his personality. And lastly the younger generation, which is the hope of the New India of tomorrow, should be able to develop friendly and healthy attitudes towards members of all other communities and should imbibe the spirit of toleration and co-operation.

With this purpose in view, an experiment was launched in Belgaum some years ago among the local High Schools to see how far the communal understanding and harmony could be brought about by employing two methods of modification. In this paper the results of the experiment are dealt with.

LECTURE METHOD AS A MEANS OF MODIFYING COMMUNAL ATTITUDES

A group of 108 pupils was selected at random from the three schools—B.K.M., B.S.H. and the G.A.H. From each school 36 pupils were taken as subjects for this experiment. These 36 pupils of each school were further divided into three groups, each group consisting of 12 subjects. Thus there were nine groups of 12 each, in all the three High Schools. The three groups of each school were equated in respect of age-standard, socio-economic status and intelligence. For the last two items, the opinion of the class

* Paper read at the National Seminar to consider educational methods most likely to promote understanding of cultures of different regions at Udaipur held recently.

masters had been taken as the basis for equalising the groups.

Since there were three groups in each school, Group I was made to serve as the control group and Groups II and III were the experimental groups. Group II was exposed to a course of lectures and Group III was involved in the Action Research Technique.

Pupils of B.K.M. and B.S.H. were all Brahmins and there were 72 in all. Pupils of the G.A.H. were all Lingayats and they were 36 in all. Out of these 108 pupils 63 belonged to the age group of 11-13 and 45 belonged to the age group of 17-19.

For measuring the attitudes both before and after the experimental stimulus, sociometry had been employed. The following course of four lectures had been specially drawn by me for the purpose and were delivered by myself. The students were asked to simply listen to the lectures and they were further told that they may agree or may not agree with the views of the lecturer. The students were not apprised of the idea of measuring their attitudes either before or after the course of lectures.

FIRST LECTURE

India's Problem since Independence

(a) Communalism a major problem ; its harmful effects on society ; need for communal understanding and unity.

(b) What prejudices does each community bear towards the others ?—differences in food, dress, customs, etc.

SECOND LECTURE

Indian Culture a Synthesis of Various Cultural Strands

(a) Religious unity ; spiritualism the core of Indian culture ; everything to be interpreted in terms of the spirit ; the common man's philosophy.

THIRD LECTURE

(a) Social unity ; social practices of Hindus, Jains, Muslims, etc. ; birth, death and marriage ceremonies, and their similarities ; their festivals and holidays ; their similarities.

(b) Social ethics, characteristic hospitality and respect for women, etc. ; common to all castes in India.

(c) How physical factors like soil and climate have made possible uniform way of life with small local variations.

FOURTH LECTURE

If India is to rise to her pinnacle of former glory.

(a) Need for social co-operation and communal harmony ; Indians are one and have one way of life ; collective action the need of the hour.

(b) Harijans plight ; need for redressal of social injustice.

(c) To cultivate tolerance ; develop an objective attitude of mind ; learn to understand other cultures and to view the differences with sympathy and a broad-mind.

The lectures were delivered in the mother tongue of the students. The duration of each lecture was about 40 minutes. The students were grouped separately in the respective schools and were given the lectures.

SOCIOMETRIC CHANGES IN RESPECT OF 11 TO 13 AGE GROUP

In the following table percentage preference of the two communal groups—Brahmins and Lingayats—towards their own communities are given.

		Control group		Experimental group	
		Before	After	Before	After
B.S.H.	..	76	71	57	55
B.K.M.	..	81	81	81	81
Mean	..	78.5	76	69	68
G.A.H.	..	81	76	91	81
Mean for all	..	79.3	76	76.3	72.3

It will be seen from the table that the three control groups taken together have reduced their percentage of preferences from 79% to 76%. The reduction implies that students have shown readiness to accept friends of other castes. While the controlled group of the B.S.H. and G.A.H. have reduced their preferences towards their own castes to the extent of 5% that of the B.K.M. has not changed at all. As against these changes in the controlled groups, we may note the changes in the experimental groups. The experimental groups, on the whole, have changed from 76% to 72% thus reducing their preferences towards their own castes to the extent of 4% which is more than that of the controlled groups. It will also be seen from the following table that the attitudes of Brahmin and Lingayat pupils

towards each other have also improved to a large extent.

		Control group		Experimental group	
		Before	After	Before	After
B.S.K.	..	9.5	9.5	23.8	25
B.K.M.	..	9.5	14.2	..	14.3
Mean	..	9.5	11.8	11.9	19.6
G.A.H.	..	4.7	9.5	4.7	9.5
Mean for all	..	7.9	11	9.5	16.2

Similarly sociometric changes in respect of 17 to 19 age group may also be observed. In the following table percentage preferences of Brahmin and Lingayat pupils of 17-19 age are given.

Schools		Control group		Experimental group	
		Before	After	Before	After
B.S.H.	..	73	66	88	73
B.K.M.	..	87	80	80	73
Mean	..	80	73	80	73
G.A.H.	..	60	67	73	66
Mean for all	..	73	71	77	70

It will be seen from the table that pupils in the controlled groups of the B.S.H. and B.K.M. have reduced their preferences towards their own castes by 7% whereas the pupils of the G.A.H. have increased their likings towards their own castes by 7%. Taking the three groups together we find that the controlled groups as a whole have reduced their preferences towards their own caste friends by 3%. As against this we may note the changes in the experimental groups. Pupils of the B.S.H. and the B.K.M. have reduced their preference by 7% and those of the G.A.H. also have reduced by 7%. Taking the three groups as a whole we find that the experimental group has changed from 77% to 70%. This reduction is greater as compared with that of the controlled group. It seems therefore that as a result of the lectures caste-consciousness has been reduced to the extent of 5.4%. It may also be pointed out that mutual relations have also been improved to a considerable extent.

By way of summary it may be stated that a course of lectures, specially designed to emphasise the common factors of our culture, will go a long way in modifying the communal attitudes of various groups, and

promoting in them communal harmony and cultural understanding.

"ACTION RESEARCH" AS A METHOD OF MODIFICATION

The second method that was tried in this experiment was the "Action Research" method. The Action Research method adopted here was of "Participants' Action Research" method. The method consisted essentially of turning ideas into action, and this involves a psychological process.

The first point in the process would be motivation, and the pupils were motivated by appealing to the strong national sentiment, and also their ego was involved by telling them how they would be benefited in their future life if they could develop friendly and harmonious relationships among friends of various castes. The next step in the process would be of mobilising the already existing ideas in the pupils' mind. This was achieved by discussing the problem with a view to put their ideas into practice. At the end of the discussion a certain line of action was being decided upon and adopted. The third step would be to make it clear to every member of the group that they were to put into practice the decisions already taken as far as possible. The fourth step would be to try out the first programme of action by all the members. The fifth would be to see how many members would put the decision into practice and to discuss about the difficulties they had to encounter while putting into practice and to modify the programme of action in the light of their experience.

The pupils of the third group in the three schools were involved in this method of modification. In conformity with the four lectures given to the pupils of the second group as described above a procedure of Action Research was laid down.

Conforming to the four points of the lecture course 4 topics were devised to be discussed in the weekly meetings of the subjects of these groups. The groups were expected to discuss each topic, come to a decision and plan a line of action for the week. In the next meeting a review was taken to ascertain the number of members who tried to put the decision into practice and also the difficulties they had encountered. After this preliminary survey the members studied the whole situation and planned for the next week. In this way the four topics of the lectures were made to correspond to the four topics of the weekly discussions and decisions.

The decisions would be put into practice by the group. Before involving the groups in the process the importance of developing in the mind of every member of the group a sense of belongingness to the group was realised and accordingly the "we feeling" among each member of the group was created.

Pupils were not given to understand that they would be tested afterwards. After a fortnight pupils were given the test. In the following pages the data of the reactions of pupils of the third group both before and after the experiments given and the changes effected have been noted.

Sociometric changes in respect of 11 to 13 age group

Preference of Brahmin and Lingayat pupils towards their castes :

Schools		General Group—I		Experimental Group—II	
		Before	After	Before	After
B.S.H.	..	76	71	62	52
B.K.M.	..	81	81	76	67
Mean	..	78.5	76	69	59
G.A.H.	..	81	76	75	65
Mean for all	..	79.3	76	71	61

It should be clear from the table that the experimental group has changed to a greater extent than the controlled group as a result of Action Research. The mean percentage

Effects of the two methods on the two age-groups (Percentages)

	11-13 Age group						17-19 Age group					
	Group II Lecture Gr.			Group III Action Gr.			Group II Lecture Gr.			Group III Action Group		
	From	To	Diff.	From	To	Diff.	From	To	Diff.	From	To	Diff.
Difference in mean for Brahmins	69	68	1	69	59	10	80	73	7	76	60	16
Difference in mean for Lingayats	96	91	15	75	65	10	73	66	7	80	53	27
Difference in mean for all	76	72	4	71	61	10	77	70	7	78	58	20

preferences of friends of their own community has decreased from 79.3% to 76% in the case of controlled groups and from 71% to 61% in the case of experimental groups. The following table gives the percentage preference of Brahmin pupils towards Lingayats and Lingayat pupils towards Brahmins, before and after Action Research.

Preference of Brahmin and Lingayat pupils towards each other (Percentages)

Schools		Controlled Group—I		Experimental group—III	
		Before	After	Before	After
B.S.H.	..	9.5	9.5	9.5	14.2
B.K.M.	..	9.5	14.2	4.7	14.2
Mean	..	9.5	11.8	7.1	14.2
G.A.H.	..	4.7	9.5	Nil	Nil
Mean for all	..	7.0	11.0	4.7	9.4

It will be seen from the table that there is an increase of 2.3% in the mean percentage preferences of both Brahmin and Lingayat pupils of the controlled groups while in the case of experimental groups there is an increase of 7.1% thus suggesting the effect of the method.

For want of space it is not possible to give the figures for 17 to 19 age group. However it may be stated that the significant changes are also noted in the percentage preferences of the two communities towards each other, thus establishing the efficacy of the Action Research method in reducing communal prejudices and promoting inter-communal preferences.

THE TWO METHODS COMPARED

We may now compare the results of the two methods in promoting communal understanding amongst the two communities.

In this table the difference in the mean percentage preferences towards friends of their own community is shown.

Firstly it should be noted that the Action Research method shows greater difference than what is shown by the lecture method. While it is 1 in the case of lecture method, it

(Continued on page 39)

SYSTEM OF INSPECTION OF SCHOOLS IN USSR, USA AND UK

(A Comparative Study)

BY SHRI S. K. DE, M.A. (CAL.), H.DIP.ED. (DUBLIN), CERT-IN-PSY. (EDINBURGH)
Headmaster, Surendranath Collegiate School, Calcutta

THERE is provision for inspection of schools in all the sixty-six countries from Afganisthan to Yugoslavia. Naturally teachers in our country may be interested to know the duties and functions of the inspectors of schools of different countries. As it is not possible to give any detailed account of the duties and functions of the inspectors of all the countries, we select here three giant countries, USSR, USA, and UK and shall deal here with the duties and functions, status and salaries of the inspectors of these countries. Let us begin with the USSR.

In the USSR, inspection of the teaching schools and of the administration of education is organised by the State. The inspector's work is comparatively easier by the homogeneity of the school organisation in the USSR, as the same curricula and syllabuses are followed throughout the country. The primary seven-year and secondary (i.e., ten-year) schools have the same syllabuses.

The control of general education in the primary, seven-year and secondary schools of the federated republics is carried by the inspectors of the school administrations of the districts, towns and regions by the ministerial inspectors of the autonomous republics. The ministerial inspectors are directly dependent on the Ministry of Education of each federated Republic or of each autonomous republic. Educational inspection is organised as an administrative subdivision of the federated republic. The lowest category is the municipal or district inspectorate connected with the municipal or district administration. The next inspection grade is that connected with the regional or territorial administration of the autonomous Republics. Finally, the highest inspection grade is the inspectorate of the Ministry of Education in each federated Republic.

A ministerial inspector of a federated Republic controls two or three regions, and an inspector of an autonomous Republic, and that of a regional administration, controls two districts. The municipal and district administrations each have two inspectors who

supervise 20 to 30 schools, from 100 to 200 teachers, and from 1,500 to 3,500 pupils.

DUTIES AND RESPONSIBILITIES

The educational duties of inspectors are varied and vast. The inspector carries out his work on behalf of the Government in all the schools providing general education. The municipal or district inspector gives the teachers whatever help they need, and inform them of the best experiences in other schools. He controls the state of the educative work and the discipline, he inspects the school staff and their training and makes arrangement for further training. The inspector checks the activity of the teacher council, the work of the headmaster and his assistants, the parent-school relationships and the participation of the school in the social life. He makes a thorough analysis of the professional activity of the teachers and gives them help and advice on teaching matters. The inspector does not necessarily confine himself to making note and criticising; he is a guide and an adviser and neglects nothing which might raise the teaching level, increase the efficiency of the teachers and enrich the cultural life of the area. He takes an active part in the organisation of educational courses, Conferences with the teachers and school administrators; he discusses concrete subjects of pedagogy, gives lectures, leads discussions, and actively encourages the participation of the parents in these educational meetings. He has the right to countermand any illegal measures taken by the headmaster, he may consider the question of the dismissal of teachers and headmasters, make suggestions for the improvement of the school work and propose to the competent authority the teachers deserving the title of "meritorious teacher".

The inspector must also control the extra-curricular and extra-scholastic activities of the pupils. He may even take any measures necessary to give the pupils material aid, to place them in boarding schools, holiday camps, etc.

After each visit, the inspector draws up a report containing his positive and negative

System of Inspection of Schools in USSR, USA and UK

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observations, advice and suggestions, which are of an obligatory nature. The teacher has the right of appeal against any adverse criticism made by the inspector to the chiefs of the education administrations at the various levels. He may also appeal to the different organs of his professional trade union.

The frequency of inspection visits is, on the average, once a year, and the length of the visit depends on the purpose of inspection. A full inspection usually takes from four to seven days for a primary and from seven to ten days for a secondary school.

TRAINING AND STATUS

The inspector of the lowest category is appointed or dismissed by the chief of the regional school administration or by the minister of the autonomous republic. The inspector of the higher levels is appointed or dismissed by the minister of the federal republic or by his deputy.

Inspectors are generally recruited from among the best teachers, headmasters, assistant chiefs of study and from those who hold diploma from higher teacher-training schools or universities. Candidates for the position of district or town inspector must have been in the teaching service for at least five years; those for the regional inspectorate and for the inspectorate of the ministries of an autonomous republic, at least seven years, and those for a ministerial inspectorate of a federal republic, at least ten years. There is no examination or age limit for positions in the inspectorate, nor is there any institution for the training of inspectors. Women occupy an important place in the inspectorate, and, generally, their work is satisfactory.

SALARIES

The salary scale of the inspector depends on his category and experience. District inspectors get from 700 to 800 roubles, and ministerial inspectors, from 1,100 to 1,200 roubles. All the inspectors have a two months' paid vacation.

UNITED STATES

In the United States the word "Supervision" for "Inspection" and "Supervisor" for "Inspector" is used in many elementary schools. Each of the 48 states has its own Department of Education, employing one or more persons responsible for the supervision of primary schools; these officials assist the

primary supervisors attached to the school authorities in town and counties.

In several states, there may be only a single person responsible for the plan of inspection for primary schools and kindergartens. In other states there may be a director of instruction or an assistant superintendent aided by supervisors and assistant supervisors.

Each state has its own system of secondary school supervision in which there may be three different levels: school, district and state. There are several categories of secondary supervisors: senior supervisors, assistant supervisors and junior supervisors. In large cities supervisors maintain contacts with each other. The number of teachers and pupils with whom a supervisor works may vary from forty to several hundreds; except in certain cases, there is no limit to these numbers. Each class contains from 25 to 45 pupils. Infant schools, special schools, continuation schools, etc., do not normally come under the supervision of general primary supervisors.

DUTIES AND FUNCTIONS

Duties of the state primary school supervisors are chiefly the following: (a) Organisation of seminars and institutes for the improvement of instruction; (b) revision of staff meetings, etc. Supervisors often encourage social activities in the school.

State and local supervisors do not usually inspect private or independent schools. At present primary school supervisors from the state education department are visiting the schools less frequently than before, because they have assumed or district school supervisors generally visit teachers at the latter's request or in case of necessity.

The educational duties of secondary school supervisors vary considerably in each country and state; still the following may be summarised as their duties: (a) to contribute to the improvement of educational programme and the competency of the teachers. (b) to organise meetings, conferences, seminars, interviews, exhibits of educational material, etc., and issue educational literature.

Except at state level, secondary supervisors have few administrative duties. State supervisors can sometimes recommend the allocation of state-aid to schools.

There are no special forms of supervisor's report. There are no official regulations prescribing specific criteria for the assessment of teachers' work. Teachers have the

right to appeal against the assessment of a supervisor. There is no standard length or frequency for supervisor's visit. It depends on the nature of work in the schools.

TRAINING AND STATUS

Qualifications for the appointment of primary supervisors vary from state to state. The general requirements are: possession of a master's degree, two to ten years' experience, the ability to work with people, both professional and non-professional. In six states it is sufficient that supervisors should have at least four years of college education. Thirty-one states require certification of candidates, but the qualifications required are general rather than specific. Increasingly, states issue certificates for supervisors, headmasters and other specialised staff for primary schools. Certain universities and university colleges offer advanced degrees in the field of supervision.

As regards the appointment of secondary supervisors there is no fixed standard of requirements in individual states. Generally in many states they receive special professional training consisting of courses in supervision, educational methods, educational psychology, curriculum development and measurement.

SALARIES

The scale of salaries for supervisors varies greatly from state-to-state and from community to community. Rich Northern States generally pay more than the poor Southern States. The average salaries of city school supervisors range from \$4,666 in small towns and cities to \$7,572 in cities of over 500,000 inhabitants. City or country school supervisors generally receive all allowance on a mileage basis or a fixed annual allowance. Travelling expenses are refunded. Supervisors may be promoted to higher posts on merit and recommendation.

UNITED KINGDOM

(England and Wales)

Inspection in England and Wales is carried by Her Majesty's inspectors. Many local authorities, however, employ their own inspectors who are not responsible to H.M. inspectors.

In England there is a chief inspector for primary education and also two staff inspectors, one for primary (Junior) education and one for primary (Infant and Nursery) education.

In Wales, there is a staff inspector for primary education, responsible to the chief inspector. In each inspectorial division there are advisers for nursery, infant and junior education. Under the general direction of the senior chief inspector are chief inspectors who have responsibility for the inspection of primary and secondary education and of the training of the teachers. The work of inspection is organised on a territorial basis, England being divided into ten divisions, each comprising the area of a number of Local Education Authorities. In each division, inspection is the responsibility of a divisional inspector within each division, certain inspectors known as district inspectors are responsible for maintaining contact with the local education authorities on matters of general policy and administration. For inspection purposes, schools within the division are assigned to "general" inspectors. These inspectors interest themselves in all aspects of the schools assigned to them. An inspector may have at one and the same time, the responsibilities of a general inspector, district inspector and of a subdivisional adviser or specialist.

The number of teachers and pupils in the school under the responsibility of an inspector depends on the duties which he must carry out as a staff inspector or as a divisional inspector, adviser or specialist.

There are chief inspectors for secondary education and staff inspectors for each of the three types of secondary education (grammar, technical and modern).

DUTIES AND FUNCTIONS

Beyond the general power to inspect schools, inspectors have no educational prerogatives. They may, however, offer advice to teachers, headmasters, managers or governors or educational authorities, but these are never mandatory. They may, if they like, attend teachers' meetings. They organise short refresher courses for teachers and write pamphlets on educational subjects. They have no administrative duties. Inspectors are not appointed by the Ministry but by Her Majesty in Council. They have no part to play in the upkeep of the schools. They do not intervene in the appointment, promotion or dismissal of teachers, except that they are usually consulted before the Ministry declares a teacher unfit for further employment.

Social activities in the schools are the responsibility of the general inspector in charge

of the school. The general inspector may call upon specialist inspectors of school meals to provide advice in these matters either to him or directly to the school for which he is responsible. Inspection of private and independent schools is undertaken by H.M. inspectors. The form in which reports are drawn up is left to the discretion of the inspectors, who endeavour to give a faithful picture of the school visited.

The average duration and frequency of inspections varies considerably. Inspectors spend a large part of their time in the schools for which they have general inspectorial responsibility. During their visits, they may take with them one or more colleagues having specialised knowledge of the problems of the school. Full inspection of the schools take place about every seven years, in the case of grant-aided schools, and every ten years in the case of independent schools. Small primary schools can be inspected in a single day by one inspector. Large secondary schools may require a team of five inspectors and four days to complete the inspection. The inspectors hold frequent discussions with the teachers. At the end of the inspection they confer with the managers or governors. The inspectors send their report to the Ministry, and the Ministry sends copies of it, as confidential documents, to the headmasters, the managers or the governors, and the local education authority of the district.

TRAINING AND STATUS

Inspectors are appointed by Her Majesty in Council. Recommendations for appointment are made by a panel consisting of the Civil Service Commission, the Senior Chief Inspector and other inspectors and an administrative officer of the Ministry of Education. The panel takes into consideration the age of the candidates, their academic qualifications, teaching and other experiences, their character and their personality. The first two years of service of all inspectors are probationary. During the first month

after appointment, new inspectors work with more experienced colleagues, gradually they are given more and more responsibilities.

SALARIES

In 1956 the salary scale for men inspectors was as follows: H.M. Inspectors £ 1,150-40-1,190-50-1,725; Staff Inspectors £ 1,825-50-2,100; Divisional Inspectors £ 1,950-75-2,100; Chief Inspectors £ 2,225; Senior Chief Inspectors £ 3,000. An annual supplement of £ 35 is payable to all inspectors whose remuneration does not exceed £ 1,500 per annum. A number of inspectorial posts carry a pensionable allowance of £ 100 per annum. The salaries of inspectors working outside the London area are less by £ 70 at each point of the scales. Inspectors working in the London area receive additional salary for the higher cost of living. Women inspectors are paid less than men, but this difference is gradually being eliminated and will cease to exist in January 1961.

Inspectors are transferred from one division to another at intervals of about five years. Removal expenses are borne by the Ministry. Inspectors are also reimbursed for all other expenses incurred during their duties. Inspectors who are authorised to use their cars are entitled to an allowance for approved mileage covered each year. Inspectors who must necessarily be absent from their homes at night are entitled to claim a night subsistence allowance. Similarly, inspectors are entitled to subsistence allowances when absent from home during the day. All inspectors are eligible for promotion to higher posts on merit and satisfactory work.

In the words of W. O. Leistersmith, "As 'watch-dog' they (inspectors) help to ensure that the nation gets value for money, and that parents and children get a square deal. As 'eyes and ears' they keep the Minister and the Ministry informed about local problems as they arise. And as 'missionaries' they move from school to school gathering new knowledge and passing it on to teachers and their own colleagues."

He who has not learned how to be gentle, loving, and happy has learned very little.

* * * *

Thoroughness consists in doing little things as though they were the greatest things in the world.

* * * *

Perfection should be aimed at, even in the smallest task.

* * * *

Live according to principle; and not according to passion.

PERSONAL HYGIENE IN BASIC SCHOOLS

BY SHRI SHAMSUDDIN, M.A., B.T., M.Ed.

Raipur (M.P.)

"Children with the freshness of their senses come directly to the intimacy of the world. This is the first great gift. They must accept it naked and simple, and must never again lose their power of immediate communication with it. For our perfection we have to be vitally savage and mentally civilized. We should have the gift to be natural with nature and human with human society."—*Rabindranath Tagore.*

A sound mind in a sound body is an old saying. Indeed mind and body are so closely related to each other that to understand one, study of another is very essential. For this all Basic Education has special provision. So it becomes the imperative duty of Basic Schools to impart training in personal hygiene too. Students should not be merely acquainted with the theory only but they should cultivate the habit of putting the same into practice. As it is one of the essential duties of Basic Schools to look after the welfare of the children of the school community, they should leave no stone unturned to make the people realise the great importance of personal cleanliness and to teach them to be away from dirty atmosphere, and to keep the surroundings quite neat and clean.

The school physical training instructor should make the students understand the utility of the habits of cleanliness. He should also teach them the general principles for keeping the health all right. Class teachers should also check daily dresses, nails, hair, teeth and fingers, etc., of the students. No part of body nor clothes should

be allowed to be kept dirty. Soap, mirror and comb, etc., should be kept in general room for the students so that at times they make use of the same. Students coming in dirty clothes should be asked to clean their clothes in presence of all in school only. There should be arrangements of dustbins also in the school so that the students may throw dirt, etc., into the dustbin only.

Students should also be encouraged to have a competitive spirit for keeping their classrooms neat and clean and for their joint efforts they should be awarded prizes at special occasions. Such competitions would create love in their hearts for dignity of labour as well as team-spirit. Students should not make improper use of latrines and urinals. Such clean habits in students would induce the villagers, too, to follow their good habits. Not only this but proper arrangement for drinking water should also be made in consultation with village authorities. Schools should also endeavour to make arrangements for midday meals, etc.

To conclude, all the above-mentioned points should be a part of syllabus meant for Basic Schools.

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PLANNING AND PRIMARY EDUCATION*

By SHRI S. N. NAMLE

THE Third Five-Year Plan is in the formative stage. It is understood that the Planning Commission have recommended that the needs of children be given the top priority and that they have accepted to set up Pilot Projects in selected areas in each State to cover the basic needs of the child from birth to adulthood. I think this step is in the right direction and full of significance from the standpoint of the future development of child education in our country.

I believe in a country like ours where the masses of society live in the most depressing conditions of life, any Scheme of Education—whether it is Primary, Pre-primary, or Pre-Pre-primary—is bound to be ineffective and full of wastage if it is not fundamentally supported by the essential Welfare Services to protect and help the child towards his or her full development.

Granting that our National Resources were very limited during the First Two Five-Year Plans and that the work of providing welfare services to all children in the country was a gigantic task involving huge amounts beyond our means, the planning for the development of human potential under limitations does not reveal any respect for the Scientific Research work in the field of humanitarian sciences such as Psychology, Anthropology, Sociology and others. Any plan for betterment of the Society cannot afford to leave the development of early childhood to chances and then do something half-heartedly for later stage of childhood. I think the Third Plan in which a provision

to the tune of Rs. 25 crores for Social Welfare as against the provision of Rs. 180 crores for the expansion of Primary Education does not reveal any change in the planning for the development of the child. I am afraid the same old story of half-heartedness is going to be continued.

The amount provided for Social Welfare is not only inappropriate to the population element covered by the provision but also reveals the lack of sensitivity towards Social Proprieties. The Social Welfare Schemes are meant for women and children. They jointly form two-thirds of the Society. We all realise that the Welfare Schemes properly visualised for this element of population can alone control the Schemes of Education and make it effective and still the plan has provided for an isolated Scheme of Primary Education more than seven times the amount provided for all Social Welfare on women and children.

The huge wastage and stagnation in advancing the Schemes of Primary Education can be stopped only if it is supported by well-founded, well-planned Welfare Schemes for children and women. Education in its sociological meaning is protection and help to life for its fuller development. If in any scheme of education this protection and help to life is lagging, it is bound to fail, and create frustration in the Society. The researches in the humanitarian sciences suggest that the problem of education can never reach its solution unless all operative forces of Society on the development of life are given proper consideration.

The Conference which is being held during the formative period of the Third Plan may play a great role if it can effectively influence the final proposals of the Third Plan.

* A gist of the address delivered to the Childhood and Home Education Section of the 35th All-India Educational Conference held at Kanpur.

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AN EXPERIMENT IN THE EFFECTIVE ORGANISATION OF SPORTS AND LITERARY ACTIVITIES

By SHRI T. V. PUTTARANGA SETTY, B.COM. B.ED.
Assistant Master, Municipal High School, Davangere

IT is a well-known fact that it is one thing to lead the horse to the water and it is altogether quite a different thing to make it drink. It is this problem that the teachers are generally facing. The teachers' work becomes fruitful only when there is 'primum mobile' and when the necessary interest is created in the pupils inducing them to participate in the various activities which are intended to enrich their experiences.

Besides there is yet another problem that looms large in these days of increasing number of pupils in schools making the strength unwieldy. It is becoming very difficult to arrange for as many activities as will provide opportunity for each and every student in the school. Activities which were once considered extra-curricular have now been given an equal footing with the curricular activities. If the aim of education is an all round development of the pupils and to train them to become good and useful citizens, the importance of activities other than curricular, cannot be neglected. Hence it is not enough if some activities arranged in which only a small number of pupils take part. What about the large number of pupils who have no chance to take part in any of the activities?

Co-curricular activities can broadly be classified into (1) sports activities and (2) literary activities. Left to themselves, pupils who evince keen interest in the former type of activities show little interest in the latter, and *vice versa*. So there is need for creating such interest as will make a boy participate in both.

The foregoing lines will convince us that the essentials of arranging the co-curricular activities should be :

1. that the activities should be as inviting and alluring as the song of the Sirens,
2. that there should be scope for all the students of the school to take part in one or the other of the activities and not a single student is excepted,
3. that the pupils should be induced to engage themselves in both the sports and the literary activities.

The teachers of the Municipal High School, Davangere, realizing the shortcomings of

arranging the co-curricular activities in the usual way, planned to incorporate all the aforesaid essentials by arranging the activities of the school on the basis of the House System and put their plan to experiment this year. And the experiment yielded not only the desired but also astonishing results. Arranging 196 matches, besides other competitions, in which each of the 389 students of the school had to take part is an achievement indeed. All this could be done by a well thought-out plan for the conduct of the activities and by enlisting the co-operation of all the members of the staff.

All the students of the school were divided into eight houses named White, Rose, Red, Yellow, Violet, Brown, Blue and Green. The strength of each house was nearly 46. All the students were made to wear badges indicative of their house colour. Each house was in charge of a teacher and a student-leader was got elected. Each house was asked to form its own teams for playing matches against other houses in (1) Football, (2) Volleyball, (3) Badminton, (4) Kho-Kho, (5) Dodge Ball, (6) Kabbaddi, (7) Tug-of-war. The teacher in charge of the house was required to see that each and every pupil of the house was included in one or the other of the seven teams. The variety of the games provided scope for all boys to take part in one or more games depending on their training, taste or liking. It was announced that each house had to play matches against every other house in each of the games. Thus each house had to play as many as fifty-six matches. They would score 8 points for a win, 4 points for a draw and 0 for a match lost. The house which would score the highest number of points in a particular game would be the winner in that game. To give the necessary fillip, it was announced that the house which would score the highest total number of points would be declared the Champion House and would be awarded the Championship Certificate. This worked a miracle and there could not be a better motivating force. The teachers had to take care to see that over-enthusiasm did not give room for unhealthy competition and unfair means to score the points somehow.

An Experiment in the Effective Organisation of Sports and Literary Activities 37

The number of matches to be played was large. To see that everything would go on as per programme, for each game one pupil was appointed to be the field captain who had to arrange the matches as per schedule, and two teachers were held responsible for the proper conduct of the matches in each game. Each field captain was supplied with a score-book to record the score and to obtain the signatures of the team captains. One of the members of the Sports Sub-Committee was in charge of drawing ties, fixing up the date and time of the matches to be played. The same member used to notify on a black-board every day the matches to be played that evening and the next morning. This continued for more than a month and in the end the points scored by the different houses in so far as the games are concerned are as follows :

	Red	Green	Blue	White	Rose	Brown	Yellow	Violet
Football	.. 36	24	16	20	44	52	0	32
Volleyball	.. 24	44	48	4	16	44	12	32
Badminton	.. 48	28	20	16	28	56	12	16
Kho-Kho	.. 28	40	28	0	44	52	16	16
Kabbaddi	.. 16	48	52	16	12	44	8	28
Dodge Ball	.. 40	36	36	24	8	48	16	16
Tug-of-war	.. 24	56	48	16	8	32	24	16
Total	.. 216	276	248	96	160	328	88	156

Besides the games mentioned above, a number of athletic events were conducted to encourage their individual effort. In the case of athletic events, the scoring of points was on the following basis : 5 points for the First place, 3 points for the Second place and 1 point for the Third place.

The points scored by the various houses in athletic events were :

	Red	Green	Blue	White	Rose	Brown	Yellow	Violet
Athletics	.. 8	8	27	0	19	42	3	0
Total of games and athletics	224	284	275	96	179	370	91	156

From the above figures, it is clear that the Brown House qualified itself for the Championship and the House Teacher received, on behalf of the House, the Championship Certificate which is now got framed and hung in the School.

No doubt this experiment was a great success. But the points scored by the different houses indicate a defect in the forma-

tion of the houses. As could be seen from the figures, the white and the yellow houses have scored only 96 and 91 and in some games they have scored 0. This is because while the other houses got a considerable number of students who were good at sports, these two houses had only a few. The teams of these two houses were very weak. When they met with defeat after defeat, they played matches without any hope of success. After some matches were played, the teachers came to know of this fact but could not help because, when once the houses were formed, it was not advisable to change students from one house to another. So a word of caution is necessary regarding the formation of the houses. We formed the houses by lots and the chance factor operated while distributing the students among the various houses. It is better to moderate the result of the lots to some extent. The teachers have to go through the lists of the houses before it is announced and effect some changes, if necessary, to see that in each house there are sufficient, if not equal, number of students good at sports and literary activities in each house.

Now about the Literary activities. Two suggestions were offered regarding the literary activities. Some teachers with a literary bent of mind wanted that the literary activities should also be conducted on the House system and that a separate Championship Certificate be issued in respect of these activities. They were of the opinion that all students must be asked to take part in the recitation competitions and other activities and the marks that each student scored, whether he won any prize or not, should be added on to his house. The total of all students of the house be taken to account for declaring the Champion House.

Another suggestion was, as already the sports activities took lot of time and energy of the teachers, conducting literary activities for all the students within a short time was not possible. They could be conducted only for such students as were willing to take part in the literary activities. The score of the prize winner alone was to be taken for purposes of deciding Championship.

Though the first of the two suggestions was decidedly better, as these activities were commenced late in the year and as the time at our disposal was short, it was feared that the first suggestion could not be materialised

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HANDWRITING—A FEW SUGGESTIONS FOR IMPROVEMENT

By SHRI C. V. VENKATACHALIAH

Headmaster, New Type Middle School, Madenur

ONE of the most neglected aspects of language-teaching today, unfortunately, is the handwriting. Though it is partly true that typewriters, teleprinters and the like have reduced the quantum of writing in modern society, it is no valid argument in favour of an illegible writing. Handwriting has its own place in the scheme of things despite the typewriter and as such it should not be relegated to the back shunting line. It is not without significance that Gandhiji observed, "A bad handwriting is an imperfect sign of education". He is emphatically of the opinion that handwriting should receive as much priority as any other aspect of language teaching.

Well, what exactly is handwriting? Is it an art or a science? It is both an art and a science. Art because it requires æsthetic sense either for production or for appreciation and science because the product is the outcome of systematic effect. On the very handwriting of a person, a branch of science has developed of late. A glance at your handwriting will reveal your personality, your bent of mind, your attitude in life, your likes and dislikes, your life in general in broad outline—and why, the type of person you are—what you are. If face is the index of the mind, the handwriting of a person is a symbol of his character. To illustrate the point: Annie Besant's sublime thoughts were read from her beautiful handwriting. Tolstoy's handwriting unfolded a dismal picture of his miserable life. Handwriting experts predicted that George Bernard Shaw would become a revolutionary, a type of his own. All these go to prove, if need be, that handwriting today has become a basis for some kind of "Occult Science" no less than the palm or the birthchart of an individual. This is, of course, by the way.

A good handwriting presents a beautiful appearance of a manuscript. It instils in the young mind an æsthetic sense and develops the child to become a "clean man" in life. As handwriting incorporates the essentials of both art and science, it is the outcome of properly directed habit sustained by early strenuous efforts. It won't descend from heaven. So far as good handwriting is concerned, man is the master of his fingers;

there is no place for any invisible destiny to play any havoc.

Having realised the importance of handwriting and having also taken for granted that a good handwriting should be taught from the early stages of education, let us consider the ways and means of assuring it and the class-room technique to be employed.

The general technique employed in schools for "handwriting education" is copy-cum-transcription method. While the copy shapes the hand, transcription drills it. My own experiments in this field have revealed that the foundations of a truly good handwriting are to be found not in copy-books but elsewhere. Thanks to defective methods of teaching and inadequate attention, copy classes are more of a boredom on the part of the child than an impetus to bubbling enthusiasm. So, the emphasis should shift from the time honoured copy class to drawing classes and free sketching and clay-modelling sessions. For all that is wanted to lay a sure foundation is to train the tender muscles of the child in handling the pen or pencil. Modern teaching methods have rightly eliminated the use of copy books.

The following technique will develop the handwriting of our children:

1. Allowing free scope for drawing familiar objects on the black-board.
2. Cutting the letters on big posters and pasting them on cardboard.
3. Writing big-sized letters on slates and on paper.
4. Transcription of lessons.

The object of this technique is two-fold—to bring the child into contact with beautifully shaped clean, crisp, vigorous handwriting and to train its tender fingers in handling the pencil with ease. It must be borne in mind that fountain pens should not be given to children till they are 11 years of age. Enough damage has been done to handwriting by free use of fountain pens so predominant in this age. Pens escape the finger grip and cannot ensure uniformity of pressure on paper. How often have we seen a boy exerting utmost pressure on a sheet of paper to make it look like a punched sheet or a grooved stencil?

The following activities are also helpful in arousing interest for good handwriting:—

1. Appreciating a pupil who writes a good hand.
2. Displaying good specimens of well-shaped writing.
3. Encouraging healthy competition and awarding prizes to boys and girls who possess a good hand on suitable occasions.
4. Making the child conscious of the importance of handwriting no less than other aspects of language.

It must not be forgotten that the success of a good handwriting lies in continuous pursuit and not in any haphazard venture. Anything well begun is only half done. So profuse grist should be supplied to the pupils' writing mill. Else there is the fear of learning turning out to be a flasco. Conti-

nuous writing not only ensures correct formation of writing during the formative years of the child but also accelerates the speed of writing. Speed of writing developed in boyhood stages retain beauty of writing while that learnt in later stages due to exigencies of situation results in scribbles and ununderstandable scratches. For legibility combines within itself both speed and beauty.

Less importance to forced copy-writing and more emphasis on shaping the hand will build up a beautiful handwriting. Let us not forget that, after all, everything at a certain stage is within the realms of possibility.

There is need for a good handwriting even in the typewriter age even as there is need for milk in the milk-powder age!

Promoting Cultural Understanding

(Continued from page 29)

is 10 in the case of Action Research method, for Brahmins as a whole. In the case of Lingayats of the group 11 to 13 it is 15 in the case of lecture method, it is 10 in the case of Action Research method. For the whole group of both Brahmins and Lingayats, it is 4 in the case of lecture method while it is 10 in the case of Action Research method. Changes in respect of 17 to 19 age group may also be noted. While the difference is 7 in the case of Brahmins by the lecture method it is 16 in the case of Brahmins by the Action Research method. In the case of Lingayats while it is 7 by the lecture method it is 27 by the Action Research method. Similarly while the difference in the case of pupils of both communities is 7 by the lecture method it is 20 by the Action Research method.

Secondly it should be noted that the older group has shown greater responsiveness to change by both methods.

We thus find that the Action Research method seems to be more effective than the lecture method in modifying the communal attitudes of the children. The method seems to be of greater effect in the case of the older group than what it is in the case of younger group. While Action Research method is nearly twice as effective as the lecture method

in the case of the younger group it is thrice as effective in the case of the older group. It is therefore clear that Action Research method is more effective than the lecture method.

The superiority of the Action Research method could be explained as due to the following facts:—

Firstly in the Action Research the individual is in face-to-face situation while in the lecture method he is not so. Secondly, ego involvement is greater in the Action Research while it is not much in the lecture method. Thirdly, in the Action Research the group exercises its influence over the individual in coming to a decision while in the lecture method the individual is left free to vacillate between the two extremities, namely his standard and that set by the lecture. Thus resistance to change is more easily reduced and the forces towards change are further reinforced in the Action Research method than in the lecture method. It is therefore of great importance in all problems of modifying students' attitudes towards better understanding that they should be involved in Action Research and in a variety of situations where they come in contact with pupils of other communities.

TEACHING OF SCIENCE AND THE CORRELATION TECHNIQUE OF BASIC SCHOOLS

BY SHRI M. KESHAVA RAO, B.Sc. (Mys.), D.Ed. (Bom.)

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AN attempt is being made in this article to explain the Correlated Technique of Basic Education in the light of the methods of teaching science in ordinary schools. The Basic way is the name given to this Technique of Correlation which is adopted in Basic Institutions, while the Science way is the name given to the methods those are adopted for teaching science, particularly.

In science teaching the three types of lessons in practice are (1) Demonstration Lessons; (2) Practical Lessons; (3) Theoretical Lessons. In the Basic way also three types of lessons corresponding to the above types are in practice: (1) Observational Lessons; (2) Activity Lessons; (3) Supplementary Lessons.

A Demonstration Lesson means exhibition of an experiment by the teacher to the students. Observational Lesson in the Basic way means provision of activities such as excursions, visits to historical places, visits to social institutions such as post office, village panchayat office, church, etc. The object of these types of lessons are: (i) to arouse interest and a feeling of curiosity; (ii) to convince the pupils that the statement made by the teacher could be verified by the sense of experience; (iii) to make it easier for the pupils to remember what happened under certain conditions by showing instead of describing, thereby appealing to the several senses simultaneously. When carefully carried out these lessons undoubtedly achieved a good measure of success.

Demonstration lesson in the science way is adopted for a science subject, whereas observational lesson in the Basic way is used in science, mathematics, social studies, language, drawing, music,—all subjects which are naturally related to the observed things. Demonstration Lesson is an exhibited science lesson for the purpose of teaching science topic only. Observational Lesson may be any activity chosen from the life situations of the child: (1) Natural Environment; (2) Social Environment; (3) Craft Environment.

Practical lessons in science were begun by educational reformers like Armstrong. An important educational theory 'learning by

doing', is made use of in the practical lesson in science. Practical lesson in science and the activity lesson of the Basic way have similar features. The spirit of curiosity and delight is preserved in both types of lessons. In the science practical lesson an experiment is carried out by a batch of 2-3 students or individually according to the conveniences and availability of the apparatus, etc. In the Basic way also, activity is carried out by each or by a batch of 2-3 students, considering the nature of activity chosen for execution. Much valuable teaching is done while practical work or activity is going on, for the teacher is giving attention to individuals, explaining difficult ideas and asking questions. In science lesson after the experiment is over, the students, on the basis of observed facts, come to a general principle or law which is a science topic. The teacher will help them to arrive at the law or the principle. But in the Basic way the teacher teaches one of two subjects, which are naturally related to the activity executed. The subject of teaching need not be science only. It may be science, mathematics, social studies, language, drawing, or music. Just like practical science, lessons are well understood by the students, ranging from the dull to the intelligent ones, activity lessons of the Basic way also very well understood by students of all standards of intellectual equipment. In science practical lesson, students also learn regarding the construction of the apparatus, uses of the apparatus and skill in conducting the experiment. Similarly, in an activity lesson of the Basic way, the students are understanding the things regarding the materials and equipment used and gaining some skill in executing the activity properly. Both these types of lessons are integrated or united under a great educational principle "Learning by Doing".

Although science is a practical subject, is science being taught by a series of demonstration lessons only? Or is science being taught by a series of practical lessons only? The answer to these questions is known to us. Of course, the common answer is no. Theoretical lessons in science deal with more theoretical parts of the science subject. Such

parts are dealt with by lecturing, discussion, and oral and written questioning familiar in other subjects. Wherever possible the teacher's descriptions are amplified and enlivened by demonstrations and experiments and where suitable, the problems involved are investigated practically in the laboratory by the pupils themselves. Similarly supplementary lessons in the Basic way deal with more theoretical subjects and such parts of the subjects which cannot be taught by the technique of correlation. These supplementary lessons will be fixing, drilling, systematising, filling up the gaps of the knowledge content. The knowledge gained through the activities is likely to be scrappy and incomplete. It is to be classified and fixed. Continuity and gradation of the subject-content is to be preserved. But even in conducting the supplementary lessons under Basic way the children's previous experience, previous knowledge, gained through activities and observations, must be made use of for better effect wherever possible.

General progress of the students in the science subject is normally higher than in any other subject because, more opportunities are provided in the teaching of science

through living experiences, observation, etc. For the effective teaching of science a fully equipped laboratory and a fully trained teacher are essential. By the Basic way also, if progress in the students' attainment is to be achieved, the craft equipment, and all other facilities and conveniences for conducting observational lessons and activity lessons are essential. The teacher also should be well trained in the technique of correlation to do so.

The science teacher, in the beginning of the year, plans the list of experiments to be conducted as a practical work, the list of demonstrations to be exhibited, and the syllabus to be covered, first monthwise, weekly and then periodwise. Similarly the teacher of the Basic way also has to plan the list of observational lessons, activity lessons, supplementary lessons, monthwise, weekwise, and then daywise. This preparation needs full confidence and a high regard and enthusiasm for the teaching profession, and then the teacher has to execute as per his planning.

Thus science way has really led to the Basic way which is explicit and expressed in simple and clear terms.

An Experiment in the Effective Organisation of Sports and Literary Activities

(Continued from page 37)

this year. So it was decided to make a start with the system of issuing a separate Championship Certificate for literary activities and to conduct these activities for those who volunteered to take part in them. The first prize winner would score 5 points, the second prize winner 3 points and the consolation prize winner 1 point. The following are the points scored by the different houses :

Red	Green	Blue	White	Rose	Brown	Yellow	Violet
22	24	18	5	12	30	7	16

Our experience brings out prominently that to do full justice, all the activities have to be commenced not one or two months before the Union Day or the School Anniversary as we did, but right from the second or third month of the academic year.

This article is an humble attempt to place our experiences before others for their consideration and to elicit better suggestions and plans, with a view to giving equal prominence to co-curricular activities with the curricular activities and putting them to practice in accordance with professed principles.

OUR ASSOCIATIONS

AT a meeting of the teachers of Municipal High Schools of Hassan district, held recently at Hassan, the following resolutions were passed :—

(1) *Revised Scales of Pay*

The Government has been considering the question of revising the pay scales of the Government Servants and those of the Local Bodies inclusive of teachers. It was resolved that the Government be requested that any revised scales and grades of pay given to the employees of Government High Schools be made applicable automatically to the employees of the Municipal High Schools and District Board High Schools.

(2) *Triple Benefit Scheme*

Resolved to request the Director of Public Instruction to expedite the question of sanctioning the Triple Benefit Scheme—pension-cum-provident fund-cum-compulsory Insurance as resolved by the Conference of the Mysore State Municipal and District Board High School Employees recently, in view of the fact that many Headmasters and others are reaching their retiring period and would be placed under great hardships soon after retirement.

(3) *Drawing Officer*

Resolved to request the Government to empower the Headmasters of Municipal High Schools to draw the salary of their establishment direct from the Treasury by making necessary arrangements. At present it is being experienced that in many of the schools salaries are not being paid to the staff regularly on the first of every month due to various reasons.

(4) *Promotional Grades to Assistant Masters and Clerks of Municipal High Schools*

Resolved to request the Director of Public Instruction in Mysore to expedite the sanction of promotional grades as in Government High Schools to Assistant Master and Clerks of Municipal High Schools from 1-4-1957.

(5) *Admission of Municipal High Schools in Hassan District to A.S.P.F. Scheme Regularisation*

It was resolved to request the D.P.I. in Mysore, Bangalore, to move the Government to regularise the A.S.P.F. scheme that has been introduced in all Municipal High Schools in the District from the date of their opening the A.S.P.F. deposit in the Treasuries and to instruct the treasuries to allow 3% compound interest with retrospective effect.

(6) *Railway Concession to Teachers of Secondary Schools Extension to Single Teachers.*

It was resolved to request the All-India Railway Board to extend the prevailing benefits of Railway concessions to groups of 4 teachers of Secondary and Primary Schools to visit places of Historical, Scientific, Cultural and Industrial interest, to single teachers for equipping themselves better for the profession with up-to-date knowledge.

(7) *Proper Implementation of the Higher Secondary Curriculum of the Staff*

Resolved to request the Director of Public Instruction in Mysore to expedite the sanction of Craft teachers, and teachers for Fine Arts (Drawing and Painting and Music) and necessary technical personnel to each Multi-purpose and Higher Secondary School immediately, so that the pupils may get the full advantage of the revised curriculum.

The qualifications, pay and allowances of such teachers may be fixed.

(8) *Application of M.C.S.R. Rules to the Employees of the Municipal High Schools*

It was resolved to move the Government to make M.C.S.R. rules applicable to the employees of the Municipal High Schools instead of M.S.R. rules and necessary amendment be issued to the rules for the administration of the Municipal High Schools.

Middle School Teachers' Association, Tumkur

AT a Meeting held recently, Sri. N. Subba Rao, B.Sc., B.T., District Educational Officer, presiding the following resolutions were passed :—

1. *Resolved* to request Government to kindly sanction scales to S.S.L.C. Teachers,

say at least Rs. 80-4-100-5-150 better than to S.S.L.C. clerks in view of their professional training and Departmental Examination.

2. *Resolved* to request Government to kindly provide the I Division grade at least

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ವಿಜ್ಞಾನ ಬೋಧನೆಯ ಗುರಿ

ಶ್ರೀ ಕೆ. ಎಸ್. ವೆಂಕಟರಾಮು, ಸರ್ಕಾರಿ ಬೈಫರ್ಕೆಟಿಡ್ ಮಿಡಲ್ ಸ್ಕೂಲ್, ಲಕ್ಷ್ಮೀಪುರಂ, ಮೈಸೂರು

ವಿಜ್ಞಾನ ಶಾಸ್ತ್ರವನ್ನು ಬೋಧಿಸುವಾಗ, ವೈಜ್ಞಾನಿಕ ಮಾರ್ಗದಲ್ಲಿ ಪರಿಶೋಧನೆಯನ್ನು ಮಾಡಲು ಸ್ಫೂರ್ತಿಗೊಳಿಸುವ ನಿಜವಾದ ಗುರಿಯನ್ನು ಪರಿಶೀಲಿಸಿ ವಿಶದ ಪಡಿಸಲು ಸಾಮಾನ್ಯವಾಗಿ ಸಾಧ್ಯವಾಗುವುದಿಲ್ಲ. ಇದು ವಿಜ್ಞಾನ ಶಾಸ್ತ್ರದ ಬೋಧನೆಯಲ್ಲಿ ಕಂಡುಬರುವ ಒಂದು ದೊಡ್ಡ ನ್ಯೂನತೆ. ಇದನ್ನು ಸರಿಪಡಿಸಲು ನಾವು ಎರಡು ವಿಷಯಗಳನ್ನು ಗಮನದಲ್ಲಿಟ್ಟುಕೊಳ್ಳಬೇಕು: (i) ನಮ್ಮ ಸುತ್ತ ಒಂದು ಬಾಹ್ಯಪ್ರಪಂಚವಿದೆ; (ii) ಈ ಬಾಹ್ಯ ಪ್ರಪಂಚದ ಲಕ್ಷಣಗಳನ್ನು ಅರಿತುಕೊಳ್ಳುವುದು ಮಾನವನಿಗೆ ಸಾಧ್ಯ.

ಮೇಲೆ ಹೇಳಿದ ಈ ಎರಡು ಸಂಗತಿಗಳ ಸತ್ಯತೆಯನ್ನು ನಾವು ಒಪ್ಪಿದರೆ, ವಿಜ್ಞಾನ ಮಾರ್ಗದ ಹೆಗ್ಗುರಿಯು ಬಾಹ್ಯಪ್ರಪಂಚವನ್ನು ಅರಿತುಕೊಳ್ಳುವುದೇ ಎಂದು ಹೇಳಿದಂತಾಗುವುದು. ಆದ್ದರಿಂದ ವಿಜ್ಞಾನ ಶಾಸ್ತ್ರದಲ್ಲಿ ನೈತಿಕ, ಧಾರ್ಮಿಕ ಮತ್ತು ಸೌಂದರ್ಯೋಪಾಸನೆಗೆ ಸಂಬಂಧಿಸಿದ ವಿಷಯಗಳಿಗೆ ಸ್ಥಾನವಿಲ್ಲದಂತಾಗುತ್ತದೆ.

ಪ್ರಕೃತಿಯ ಸ್ವಭಾವದಲ್ಲಿ ಒಂದು ಮುಖ್ಯ ಅಂಶ ವೇನೆಂದರೆ, ಅದಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ಸಂಗತಿಗಳನ್ನು ಪರಿಶೀಲಿಸುವಾಗ, ಅದಕ್ಕೆ ಹೊಂದುವ ಯಾವ ಒಂದು ಅಚಲವಾದ ನಿಯಮವನ್ನಾಗಲೀ, ಸಿದ್ಧಾಂತವನ್ನಾಗಲೀ ನಿರ್ಧರಿಸಿ ಕಂಡುಹಿಡಿಯಲು ಸಾಧ್ಯವಿಲ್ಲ. ಇಂದು ಮಿಶ್ರಣವೆಂದು ತಿಳಿದಿದ್ದ ವಸ್ತು ನಾಳೆ ಸಂಯುಕ್ತವಸ್ತುವೆಂದು ವಿದಿತವಾಗಬಹುದು. ಇಂದು ಸತ್ಯವೆಂದು, ಸಾಧುವೆಂದು ಕಂಡುಬರುವ ವಿಜ್ಞಾನದ ತತ್ವಗಳು ನಾಳೆ ಸುಳ್ಳಾಗಿ, ಅವುಗಳಿಗೆ ವ್ಯತಿರಿಕ್ತವಾದ ತತ್ವಗಳು ಸರಿಯೆಂದು ತೋರಬಹುದು. ಭೂಮಿಯ ಸುತ್ತ ಸೂರ್ಯನು ಸುತ್ತುತ್ತಾನೆಂದು ಒಂದು ಕಾಲದ ವೈಜ್ಞಾನಿಕರು ತಿಳಿದಿದ್ದರು. ಇಂದು, ಸೂರ್ಯನ ಸುತ್ತ ಭೂಮಿಯು ಸುತ್ತುತ್ತದೆ, ಅಲ್ಲದೆ ಭೂಮಿಯೂ ಸಹ ಉಳಿದ ಗ್ರಹಗಳಂತೆಯೇ ಸೂರ್ಯನನ್ನು ಆಶ್ರಯಿಸಿರುವ ಒಂದು ಗ್ರಹ ಎಂಬ ಸಂಗತಿಯು ಅತ್ಯಂತ ಸಾಮಾನ್ಯವಾಗಿಯೇ ತಿಳಿದಿದೆ.

ಆದ್ದರಿಂದ ವಿಜ್ಞಾನಮಾರ್ಗದಲ್ಲಿ ಸಂಶೋಧನೆಯನ್ನು ಮಾಡುವಾಗ ತಿಳಿದುಬರುವ ಸಂಗತಿಗಳ ಸತ್ಯತೆಯು ಇಂದು ಇದ್ದಂತೆಯೇ ಮುಂದೆಯೂ ಇರುವುದಿಲ್ಲ—ಅದು ಎಂದೆಂದಿಗೂ ಬೆಳೆಯುತ್ತಲೇ ಇರುತ್ತದೆ. ವೈಜ್ಞಾನಿಕ ನಿಯಮಗಳನ್ನು ಮಾನವನು ಕಂಡುಹಿಡಿಯುವುದಿರಲಿ,

ಅವನು ಅವುಗಳನ್ನು ಅನೇಕ ವೇಳೆ ತನ್ನ ಬುದ್ಧಿಯ ಬಲದಿಂದ ಸ್ಥಾಪಿಸುತ್ತಾನೆ; ಅನಂತರ ಪ್ರಯೋಗ-ಪರಿಶೋಧನೆಗಳ ಮೂಲಕ ಅವುಗಳನ್ನು ಸಮರ್ಥಿಸುತ್ತಾನೆ.

ವಿಜ್ಞಾನವು, ನಿಜವಾಗಿಯೂ, ಬಾಹ್ಯಪ್ರಪಂಚವನ್ನು ಅದು ಇರುವಂತೆಯೇ ವಾಸ್ತವವಾಗಿ ವಿವರಿಸುವುದಕ್ಕೆ ಪ್ರಯತ್ನಪಡುವುದಿಲ್ಲ, ಹಾಗೆ ಮಾಡಲು ಸಾಧ್ಯವೂ ಇಲ್ಲ. ಆದರೆ ಮಾನವನಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ವಿಷಯಗಳನ್ನು ವಿವರಿಸುವುದಕ್ಕೆ ಪ್ರಯತ್ನಪಡುತ್ತದೆ. ಆದ್ದರಿಂದ ವಿಜ್ಞಾನಶಾಸ್ತ್ರವು ಮನುಷ್ಯನ ಬುದ್ಧಿಶಕ್ತಿಯಿಂದಲೇ ಜನಿಸಿದೆ ಎಂದು ಹೇಳಬಹುದು. ವಿಜ್ಞಾನದ ಯಾವ ಒಂದು ತತ್ವವೇ ಆಗಲಿ ಮಾನವನ ಬುದ್ಧಿಬಲದ, ವಿಚಾರಣಾ ಶಕ್ತಿಯ ಫಲವಾಗಿರುವುದು. ಹೀಗೆ ಹೇಳಿದ ಮೇಲೆ ವಿಜ್ಞಾನಕ್ಕೂ ಕಲೆಗೂ ಇರುವ ವೈಷಮ್ಯವು ಬಹಳ ಮಟ್ಟಿಗೆ ಕಡಿಮೆಯಾಗುತ್ತದೆ. ಪಂಪ-ರನ್ನರ ಕಾವ್ಯಗಳಾಗಲೀ ಅಥವಾ ಜಕ್ಕಣಾಚಾರಿಯ, ರವಿವರ್ಮನ ಶಿಲ್ಪಕಲೆ-ಚಿತ್ರಕಲೆಗಳಾಗಲೀ ಯಾವ ರೀತಿಯಲ್ಲಿ ಮನುಷ್ಯನ ಕಲ್ಪನಾಶಕ್ತಿಯ ಕುರುಹಾಗಿರುವವೋ, ಅದೇ ರೀತಿ ನ್ಯೂಟನ್‌ನ ಚಲನ ನಿಯಮಗಳಾಗಲೀ, ಅಥವಾ ಡಾರ್ವಿನ್‌ನ 'ವಿಕಾಸವಾದ'ವಾಗಲೀ ಮನುಷ್ಯನ ಬುದ್ಧಿಜಾತುರ್ಯದ ಫಲವಾಗಿರುವುದು. ಅಲ್ಲದೆ ಸಾಹಿತಿಯ ಇಲ್ಲವೇ ಕಲಾವಿದನ ಕೃತಿಯಂತೆಯೇ ವಿಜ್ಞಾನಿಯ ಕಾರ್ಯವೂ ಸಹ 'ಸೃಷ್ಟಾತ್ಮಕ'ವಾದುದು.

ಆದ್ದರಿಂದ ಮಕ್ಕಳಿಗೆ ವಿಜ್ಞಾನ ಶಾಸ್ತ್ರವನ್ನು ಬೋಧಿಸುವಾಗ, ವಿಜ್ಞಾನವು ಮನುಷ್ಯನು ಪಡೆದಿರುವ ವಿಶೇಷವಾದ ಜ್ಞಾನವೆಂದಾಗಲೀ ಅಥವಾ ಅವನು ಕಂಡುಹಿಡಿದಿರುವ ಸ್ವಾರಸ್ಯವಾದ ಸಂಗತಿಗಳ ಸರಣಿಯೆಂದಾಗಲೀ ತಿಳಿಸುವುದು ಸರಿಯೆಂದು ತೋರುವುದಿಲ್ಲ. ವಿಜ್ಞಾನವು ಮನುಷ್ಯನು ಬಾಹ್ಯಪ್ರಪಂಚದೊಡನೆ ಹೊಂದಿಕೊಳ್ಳುವುದಕ್ಕೆ ಉಪಯೋಗಿಸುವ, ಅದಕ್ಕಾಗಿ ಬೆಳಸಿಕೊಂಡುಬಂದಿರುವ ಒಂದು ಮಾರ್ಗವೆಂದೂ ಮತ್ತು ಆ ಮಾರ್ಗವು ಎಂದೆಂದಿಗೂ ನವೀನವಾಗಿಯೂ, ಸ್ಫೂರ್ತಿದಾಯಕವಾಗಿಯೂ ಇರತಕ್ಕುದೆಂದೂ ಸ್ಪಷ್ಟಪಡಿಸಬೇಕು. ಈ ಅಂಶವನ್ನು ಸ್ಪಷ್ಟಪಡಿಸಬೇಕಾದರೆ ವಿಜ್ಞಾನಿಗಳು ಕಂಡುಹಿಡಿದಿರುವ ಸತ್ಯ-ಸಿದ್ಧಾಂತಗಳ ಸರಣಿಯನ್ನು ಬೋಧಿಸುವುದರ ಜೊತೆಗೆ ಅವರು ಪರಿಶೋಧನೆ

ಗಾಗಿ ಉಪಯೋಗಿಸಿದ ವಿವಿಧ ಮಾರ್ಗಗಳನ್ನೂ ವಿವರಿಸುವುದು ಅವಶ್ಯಕವಾಗಿ ತೋರುತ್ತದೆ. ಹೀಗೆ ಮಾಡಲು ವಿಜ್ಞಾನವನ್ನು ಐತಿಹಾಸಿಕ ಹಿನ್ನೆಲೆಯೊಡನೆ ಹೇಳುವುದೇ ಸರಿಯಾಗಿರುತ್ತದೆ.

ವಿಜ್ಞಾನ ಶಾಸ್ತ್ರವನ್ನು ಬೋಧಿಸುವಾಗ 'ವೈಜ್ಞಾನಿಕ ಸತ್ಯ'ದ ಸರಿಮಿತಿಯನ್ನು ವಿಶದಪಡಿಸುವುದು ಅತ್ಯವಶ್ಯಕವಾಗಿರುತ್ತದೆ. ವಿಜ್ಞಾನವು ಬಾಹ್ಯಪ್ರಪಂಚವನ್ನು ಪ್ರತಿಬಿಂಬಿಸುವ ಕನ್ನಡಿಯೆಂಬ ತಪ್ಪು ತಿಳಿವಳಿಕೆಯನ್ನು ಹೋಗಲಾಡಿಸಿ, ಅದು ಪ್ರಪಂಚದಲ್ಲಿ, ವಿಶ್ವದಲ್ಲಿ ಕಂಡುಬರುವ ಸಂಗತಿಗಳ ಮೇಲೆ ಮಾನವನ ಬುದ್ಧಿಶಕ್ತಿಯಿಂದ ಉಂಟಾಗಿರುವ ಸರಿಣಾಮವೆಂಬ ಅಂಶವನ್ನು ಸ್ಪಷ್ಟಪಡಿಸಬೇಕು.

ಇನ್ನೊಂದು ಮುಖ್ಯ ವಿಷಯ: ವಿಜ್ಞಾನಮಾರ್ಗ

ವನ್ನು ಅನುಸರಿಸಿದ ಮಾತ್ರಕ್ಕೆ ನೈತಿಕ ಮತ್ತು ಧಾರ್ಮಿಕ ವಿಷಯಗಳು ವೈಜ್ಞಾನಿಕನಿಂದ ದೂರವಾಗಿದೆ, ಅವುಗಳ ಮೇಲೆ ಅವನ ಗಮನವು ಇರಬೇಕಾದುದೇ ಇಲ್ಲ ಎಂಬ ತಪ್ಪು ಭಾವನೆಯು ಅನೇಕ ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಮೂಡಬಹುದು. ಹೀಗೆ ಆಗದಂತೆ ನೋಡಿಕೊಳ್ಳುವುದು ವಿಜ್ಞಾನ ಶಾಸ್ತ್ರ ಬೋಧಕನ ಆತಿ ಮುಖ್ಯ ಕರ್ತವ್ಯ. ವಿಜ್ಞಾನ ಶಾಸ್ತ್ರವು ನಿತ್ಯತೀತ (Amoral) ವಾಗಿರುವುದೇ ಹೊರತು, ನೀತಿಶಾಸ್ತ್ರಕ್ಕೆ ಅದು ಎಂದಿಗೂ ವಿರೋಧಿಯಲ್ಲವೆಂದು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಮನದಟ್ಟಾಗುವಂತೆ ಮಾಡಬೇಕು. ಹೀಗೆ ಮಾಡಿದುದೇ ಆದರೆ ವಿದ್ಯಾರ್ಥಿಗಳ ವಿಚಾರಣಾ ಶಕ್ತಿಯು ವಿಕಾಸಹೊಂದುವುದಕ್ಕೆ ಸಹಾಯಕವಾಗುವುದಲ್ಲದೆ ವೈಜ್ಞಾನಿಕ ದೃಷ್ಟಿಯ ನೈಜವಾದ ಅರ್ಥದ ಅರಿವೂ ಅವರಿಗೆ ಆಗುವುದು.

ಆರು ಅರಿಯರು ಗುರುವಿನ ಮಹಿಮೆಯ!

ಶ್ರೀ ಸಿ. ಗೋಪಾಲಯ್ಯ, ಮಾಧ್ಯಮಿಕ ಶಾಲೆ, ವಿಜಯಪುರ

ಆರು ಅರಿಯರು ಗುರುವಿನ ಮಹಿಮೆಯ!
ಮೆರೆಯುತ ಬಾಳುವ ನವಭಾರತದೋಳ್,
ತೋರುತೆ ಕರುಣೆಯ ವಿದ್ಯೆಯನರುಹಿದ |
ಗುರುವನು ಮೆರೆಯವ ಪಾತಕನಾರು || ೧ ||

ಅಜ್ಞಾನವೆಂಬ ರೋಗವ ಕಳೆಯುವ |
ಸುಜ್ಞಾನ ಶಾಲೆಗೆ ಸೇರಿದೆಯವ ಗುರುವ |
ಅಜ್ಞಾನವ ತೊಲಗಿಸಿ ದೇಶ ಪೊರೆಯಲು |
ಸುಜ್ಞಾನವ ಪೇಳುವ ಒಲವಿನ ಗುರುವ || ೨ ||

ಜಾತಿಭೇದದ ರೋಗವ ತೊಲಗಿಸಿ |
ಪ್ರೀತಿ ಎಂಬುವ ಸಖ್ಯವ ಬೆಳೆಸುವ |
ಮಿತ್ರರು ನಾವುಗಳೆಲ್ಲರು ಎನುವ |
ಶತ್ರುಗಳೆಂಬುದೊರದೊಡುವ ಗುರುವ || ೩ ||

ಭವ್ಯ ಭಾರತ ನಿರ್ಮಾಪಕ ಗುರುವು |
ದಿವ್ಯ ಜ್ಞಾನವ ಬೆಳೆಸುವ ಗುರುವು |
ದಿವ್ಯ ಜೀವನ ನಡೆಸಲು ನಮಗೆ |
ದಿವ್ಯ ವಿದ್ಯೆಯ ಪೇಳುವ ಗುರುವು || ೪ ||

ಇಂದಿನ ಬಾಲರೆ ಮುಂದಿನ ಪ್ರಜೆಗಳು |
ಸುಂದರ ಭಾರತ ನಿರ್ಮಾಪಕರೆನ್ನುತ |
ಜಂದದಿ ಘನತರ ವಿದ್ಯೆಯ ಪೇಳುವ |
ಸುಂದರ ಭಾರತ ನಿರ್ಮಾಪಕ ಶಿಲ್ಪಿಯು || ೫ ||

ಜನನಿ ಜನಕರು ಜನ್ಮದಾತರು |
ಅನುದಿನ ಪೊರೆದರು ಪ್ರೇಮದ ಮೋಹದಿ |
ಜನತೆಗೆ ಮಾರ್ಗವ ತೋರುವ ಗುರುವಿನೋಳ್ |
ಘನ ವಿದ್ಯೆಯ ಕಲಿಯಲ್ಪಟ್ಟರು ಮುದದಿ || ೬ ||

ನಾಡ ಕಟ್ಟಲು ಬೆಳೆಸುವ ಶಕ್ತಿಯ |
ನಾಡಿನ ಮಕ್ಕಳೆ ನಮ್ಮವರೆನ್ನುವ |
ಆಡುತ ಪಾಡುತ ಕಲಿಸುವ ಗುರುವ |
ನೋಡಿರೆಲ್ಲರು ಗುರುವಿನ ಮಹಿಮೆಯ || ೭ ||

ಬನ್ನಿರಿ ಬಾಲರೆ ಶಾಲೆಗೆ ಸೇರಿರಿ |
ಮನ್ನಣೆ ಪಡೆಯುತ ವಿದ್ಯೆಯನರ್ಜಿಸಿ |
ಹೊನ್ನಿನ ನಾಡನು ಕಟ್ಟಲು ಎಲ್ಲರು |
ಅನುದಿನ ನೆನೆಯಿರಿ ನಿಮ್ಮಯ ಗುರುವ || ೮ ||

ಬುನಾದಿ ವಿದ್ಯಾಭ್ಯಾಸದಲ್ಲಿ ಶುಚಿತ್ವಕ್ಕಿರುವ ಪ್ರಾಧಾನ್ಯ

ಶ್ರೀ ಕೆ. ಎಸ್. ಪದ್ಮನಾಭಾಚಾರ್ಯ

ಕನ್ನಡ ಹಿಂದಿ ಪ್ರಶಿಕ್ಷಿತ ಪಂಡಿತರು, 'ರೋಸಮಿಸ್ತ' ಬೇಸಿಕ್ ಟ್ರೈನಿಂಗ್ ಸ್ಕೂಲ್ (ದ.ಕ.)

ಶುಚಿತ್ವವೆನ್ನುವುದು, ಒಂದು ಸ್ಥಳದ, ಒಂದು ಸಮಯದ, ಒಂದು ವ್ಯಕ್ತಿಯ ಅಥವಾ ಒಂದು ಪಂಗಡದ ಕೇವಲ ವಸ್ತುವಲ್ಲ. ಶುಚಿತ್ವವೆಂಬುದು ಸಾರ್ವಕಾಲಿಕ, ಸಾರ್ವದೇಶಿಕ, ಸಾರ್ವಜನಿಕವಾದ ವಸ್ತು ಅಥವಾ ವಿಷಯ. ಶುಚಿತ್ವದಿಂದ ಎರಡು ಮುಖ್ಯ ವಿಷಯಗಳು ವ್ಯಕ್ತವಾಗುತ್ತವೆ. ಒಂದು ಆರೋಗ್ಯಕ್ಕೆ ಆಧಾರ, ಎರಡು ಸೌಂದರ್ಯಕ್ಕೆ ಆಶ್ರಯ.

ಪ್ರತಿ ಸ್ಥಳವನ್ನು ಶುಚಿಯಾಗಿಟ್ಟುಕೊಳ್ಳಬೇಕು, ಪ್ರತಿ ವಸ್ತುವನ್ನು ಶುಚಿಯಾಗಿಟ್ಟುಕೊಳ್ಳಬೇಕು, ಪ್ರತಿ ವ್ಯಕ್ತಿಯೂ ಶುಚಿಯಾಗಿರಬೇಕು. ಶುಚಿ ಎಲ್ಲದೆಯೋ ಅಲ್ಲಿ ರುಚಿ ಕೂಡಾ ಇರುತ್ತದೆ. ರುಚಿ ಅಂದರೆ Taste ಎನ್ನುವ ಅರ್ಥದಲ್ಲಿ ಅಂದರೆ ಅಭಿರುಚಿ ಎನ್ನುವ ಅರ್ಥದಲ್ಲಿ ಬರುತ್ತದೆ. 'ನಾಲಿಗೆಗೆ ರುಚಿಯಾಗಿದೆ' ಎನ್ನುತ್ತೇವೆ. ಅದನ್ನೇ ಸವಿ ಎನ್ನುತ್ತೇವೆ. ಶುಚಿಯ ತಿನ್ನುವ ಉಣ್ಣುವ ಕುಡಿಯುವ ಪದಾರ್ಥಗಳಲ್ಲಿ ರುಚಿಯನ್ನು ಕಾಣುತ್ತೇವೆ. ಅದನ್ನೇ ಬಯಸುತ್ತೇವೆ. ರುಚಿಯಿರದ, ಶುಚಿಯಿರದ ಪದಾರ್ಥಗಳನ್ನು ತಿನ್ನುವುದಿಲ್ಲ, ಬಯಸುವುದಿಲ್ಲ.

ಶುಚಿಯ ವಸ್ತು ಹಾಗೂ ಸ್ಥಳಗಳಲ್ಲಿ ರುಚಿ ಕೂಡಾ ಇರುತ್ತದೆ. ಆ 'ರುಚಿ' ಎಂದರೆ ಆ ಸವಿಯಲ್ಲ. ಆ 'ರುಚಿ' ಅಂದರೆ 'ಶಾಂತಿ ಶೋಭೆ' ಎನ್ನುವ ಅರ್ಥ ಬರುತ್ತದೆ. ಯಾವ ವಸ್ತು, ಸ್ಥಳ ಶುಚಿಯಾಗಿರುತ್ತದೋ ಅದು ರುಚಿಯಾಗಿ ಅಂದರೆ ಶಾಂತಿಪೂರ್ಣವಾಗಿ, ಶೋಭಾಯಮಾನವಾಗಿ ಕಾಣುತ್ತದೆ. ಶುಚಿ ರುಚಿಗೆ ಆಧಾರ, ಶುಚಿ ಇಲ್ಲದೆ ಹೋದರೆ ರುಚಿ ಕಾಣುವುದಿಲ್ಲ. ಅಶುಚಿ ಅಶುಚಿಯಾಗಿರುತ್ತದೆ, ಅದು ಅಪ್ರಿಯವಾಗಿರುತ್ತದೆ.

ಪ್ರಪಂಚದ ಎಲ್ಲಾ ವಸ್ತುವೂ, ಎಲ್ಲಾ ಸ್ಥಿತಿಯೂ ಎಲ್ಲವೂ ನಮಗೆ ಪ್ರಿಯವಾಗಿರಬೇಕು. ನಾವುಗಳನ್ನು ಪ್ರಿಯವಾಗಿ ಬಳಸಿಕೊಳ್ಳಬೇಕು. ಬಳಕೆಗೆ ಬಾರದ ವಸ್ತು ಇದ್ದೂ ಇಲ್ಲದಂತೆ. ಇದ್ದ ವಸ್ತು, ಸ್ಥಿತಿ ಎಲ್ಲವೂ ಜನದ ಬಳಕೆಗೆ ಸಿಲುಕಬೇಕು. ಆಗ ಅವರ ಬಾಳು ಸಾರ್ಥಕ. ಹಾಗೆ ಜನರ ಬಳಕೆಗೆ ಅವೆಲ್ಲವೂ ಸಿಕ್ಕಬೇಕಾದರೆ ಎಲ್ಲವೂ ಶುಚಿಗೊಳ್ಳಬೇಕು. ಹಾಗೆ ಸಮಯ ಸಮಯಕ್ಕೆ ನಿಯಮಿತವಾಗಿ ಪ್ರತಿಯೊಂದನ್ನೂ ಅವುಗಳ ಸ್ಥಿತಿಗತಿಗಳೊಡನೆ ಇರಿಸಿಕೊಳ್ಳುವ ಹೊಣೆ ಪ್ರತಿ ವ್ಯಕ್ತಿಗೂ

ಸೇರಬೇಕು. ಆದ್ದರಿಂದ ಪ್ರತಿಯೊಂದನ್ನು ಶುಚಿಯಾಗಿರಿಸಿಕೊಳ್ಳುವ ಹೊಣೆಗಾರಿಕೆಯ ಪಾತ್ರವನ್ನು ಪ್ರತಿಯೊಂದು ವ್ಯಕ್ತಿಯೂ ವಹಿಸಿಕೊಳ್ಳಬೇಕಾಗುತ್ತದೆ. ಅದು ಅವರ ಕರ್ತವ್ಯ. ಅದು ಅವರ ವ್ಯಕ್ತಿಧರ್ಮ. ಅದಕ್ಕೆ ಸ್ತ್ರೀ ಪುರುಷರೆನ್ನುವ ಭೇದವಿಲ್ಲ, ಅದಕ್ಕೆ ಜಾತಿ, ಮತ ಎನ್ನುವ ಭೇದವಿಲ್ಲ.

ಯಾವ ಜಾತಿಯಲ್ಲೇ ಆಗಲಿ, ಯಾವ ಮತದಲ್ಲೇ ಆಗಲಿ ಶುಚಿತ್ವದ ಧರ್ಮ ಇದ್ದೇ ಇದೆ. ಶುಚಿಯನ್ನು ಬಿಟ್ಟು ಅಶುಚಿಯ ಅಂದರೆ ಅಶುದ್ಧದ ಆಚರಣೆ ಪ್ರೇರಣೆ ಯಾವ ಮತದಲ್ಲೂ ಇಲ್ಲ. ಅಶುದ್ಧ ಅಶುಚಿಯ ಕಾರಣದಿಂದಲೇ ನಮ್ಮಲ್ಲಿ ಹಿಂದುಳಿದ ವರ್ಗ ಎಂದು ಸಿದ್ಧವಾಗಿದೆ. ಅದರಲ್ಲೂ ತೀರಾ ಅಶುಚಿಯಲ್ಲಿರುವ ಜನಾಂಗವನ್ನು ಆ ಕಾರಣದಿಂದಲೇ ಮುಟ್ಟಲಿಕ್ಕೆ ಯೋಗ್ಯವಲ್ಲದವರು ಎಂಬ ಭಾವನೆಯಿಂದ 'ಅಸ್ಪೃಶ್ಯರು' ಎಂದು ನಾವು ಬೇರೆಯಾಗಿ ಊರ ಹೊರಗೆ ಇರುವಂತೆ ಮಾಡಿದ್ದೆವು. ಅವರನ್ನು ದೂರವಾಗಿರಿಸಿದ್ದೆವು. ಅವರು ಸಮಾಜದಿಂದ ಹಾಗೆ ಬೇರೆಯಾಗಲು, ದೂರವಾಗಲು ಅವರ ಅಶುಚಿಯೇ, ಅವರ ಅಶುದ್ಧತೆಯೇ ಕಾರಣ. ಕನ್ನಡದಲ್ಲಿ ಅಶುಚಿಗೆ 'ಹೊಲೆ' ಎನ್ನುತ್ತೇವೆ. ನಾವು ಅಂತಹ ಅಶುಚಿ ಜನಾಂಗವನ್ನು 'ಹೊಲೆಯರು' ಎಂದು ಹೇಳುತ್ತಾ ಬಂದೆವು. ಅವರ ಊರ ಹೊರಗಿನ ಸಾಮಾನ್ಯ ವಸತಿಗೆ 'ಹೊಲೆಗೆರೆ' ಎನ್ನುತ್ತಿದ್ದೆವು. ಅವರು ತಮ್ಮ ಆ ಅಶುಚಿಯ ಕಾರಣದಿಂದಲೇ ಕಡುಬಡವರಾಗಿ ಸಮಾಜದಲ್ಲಿ ಅತಿ ನಿಕೃಷ್ಟವಾಗಿ ಬಾಳುತ್ತಿದ್ದರು.

ಭಾರತದ ದೊಡ್ಡ ಜನಾಂಗವಾದ ಹಿಂದೂ ಜನಾಂಗದವರೇ ಆದ ಅವರು ಒಂದು ದೊಡ್ಡ ಅಶುಚಿಯ ಪಂಗಡವಾಗಿ ಬೆಳೆದು ಅವರ ಬಾಳೆ ಹೀನ, ದೀನವಾಗಿರುವಾಗ ಗಾಂಧಿಯವರು ಅವರಿಗೆ ಶುಚಿತ್ವದ ಬೋಧೆ ಮಾಡಿ ಅವರು ಹರಿಜನರು ಅಂದರೆ ನಮಗೆ ನಮ್ಮಿಂದ ಅವರು ಬೇರೆಯಾಗಿ ಕಂಡರೂ ಹರಿಗೆ ಅಂದರೆ ದೇವರಿಗೆ ನಾವು ಹೇಗೆಯೋ ಹಾಗೆಯೇ ಆಗಿರುವವರು. 'ನಾವು ಹೇಗೆ ಹರಿಯ ಜನರಾಗಿದ್ದೇವೆ ಎಂದು ಹೇಳುತ್ತೇವೋ ಅವರೂ ಹಾಗೆ ಹರಿಯ ಜನರು' ಎಂದು ಆ ಹೆಸರನ್ನೇ ಆ ಪಂಗಡಕ್ಕೆ ಅಂದರೆ 'ಅಸ್ಪೃಶ್ಯರು' ಅಂದರೆ ಮುಟ್ಟಲಿಕ್ಕೆ ಅನರ್ಹ

ರಾದವರು' ಎಂದು ಇದ್ದ ಆ ಪಂಗಡಕ್ಕೆ ಕೊಟ್ಟಿದ್ದಾರೆ. ಈಗ ಅದೇ ಹೆಸರಿನಿಂದ ಅವರು ಕರೆಸಿಕೊಳ್ಳುತ್ತಿದ್ದು ಅವರು ಶುಚಿಭೂತರಾಗುತ್ತಿದ್ದಾರೆ, ವಿದ್ಯಾವಂತರಾಗುತ್ತಿದ್ದಾರೆ, ಜನಸಾಮಾನ್ಯರ ಜತೆಯಾಗಿ ಬರಲು ಅರ್ಹರಾಗಿ ಬರುತ್ತಿದ್ದಾರೆ. ಇದು ಶುಚಿ ಸೂಚನೆ.

ಇದರಿಂದ ನಮಗೊಂದು ದೊಡ್ಡ ಪಾಠ ಸಿಗುತ್ತದೆ. ಶುಚಿಯನ್ನು ಅಂದರೆ ಶುದ್ಧತೆಯನ್ನು ಕಳಕೊಂಡರೆ, ನೈರ್ಮಲ್ಯವನ್ನು ಕಳಕೊಂಡರೆ ಜನ ಎಂತಹ ಅಧಃ ಪತನಕ್ಕೆ ಒಳಗಾಗಬೇಕಾಗುತ್ತದೆ. ಅದರಿಂದ ಮತ್ತೆ ಎದ್ದುಕೊಳ್ಳುವುದಕ್ಕೆ ಅವಕಾಶ ಇರದ ಎಂತಹ ದುಸ್ಥಿತಿ ಒದಗುತ್ತದೆ ಎಂಬುದು ನಮಗೆ ಸ್ಪಷ್ಟ ಅನುಭವಕ್ಕೆ ಈ ಸನ್ನಿವೇಶ ತಂದಿರುತ್ತೆಯಾದ್ದರಿಂದ 'ಪ್ರತಿ ವ್ಯಕ್ತಿಯೂ ತಾನು ಬೇರೆ ಎಲ್ಲಾ ವ್ಯವಹಾರಕ್ಕೆ ಮೊದಲು ಶುಚಿತ್ವವನ್ನು ಸಿದ್ಧಪಡಿಸಿಕೊಳ್ಳುವುದು, ಅದನ್ನು ಕಾಪಾಡಿಕೊಳ್ಳುವುದು ಅವಶ್ಯ'ವೆಂದೂ 'ಯಾವ ಜೀವನದ ವ್ಯವಹಾರವೇ ಆಗಲಿ ಶುಚಿತ್ವವನ್ನು ಹೊರತಾಗಿ ಇಲ್ಲ, ಆ ವ್ಯವಹಾರಗಳ ಅಂದಚಂದ ಮೂಲತಃ ಶುಚಿತ್ವದಿಂದ' ಎಂದು ತಿಳಿದುಕೊಂಡು, ಅದನ್ನು ಅನುಸರಿಸುವುದು ಆಚರಿಸುವುದು ಅತಿ ಅವಶ್ಯವಾಗಿರುತ್ತದೆ.

ಆದ್ದರಿಂದ ಮಕ್ಕಳ ಅಭ್ಯಾಸಕ್ರಮದಲ್ಲಿ ಶುಚಿತ್ವದ ಪಾಲನೆಗಾಗಿ ಪ್ರಧಾನ ಸ್ಥಾನ ಮೊದಲ ಸ್ಥಾನ ಕೊಡಬೇಕಾದ ಅವಶ್ಯಕತೆ ಬಹಳವಿದೆ. ಮಕ್ಕಳ ಮೂಲ ಅಭ್ಯಾಸದಲ್ಲಿ ಯಾವ ವಿಷಯದ ಕಡೆಗೆ ನಾವು ಹೆಚ್ಚು ಗಮನ ತೋರಿಸುತ್ತೇವೋ ಆ ವಿಷಯವು ಅಭ್ಯಾಸಗತವಾಗಿ ಸ್ವಾಭಾವಿಕವಾಗಿ ತಾನೇ ತಾನಾಗಿ ಅವುಗಳ ಮುಂದಿನ ಜೀವನದಲ್ಲಿ ಪ್ರಾಯೋಗಿಕವಾಗಿ ಬರುತ್ತದೆ.

ಮನುಷ್ಯ 'ನಾಗರಿಕನಾಗಿರಬೇಕು' ಎನ್ನುತ್ತಾರೆ. ಆ ನಾಗರಿಕತೆಯನ್ನೇ ಸಭ್ಯತೆಯೆನ್ನುತ್ತಾರೆ. ಅದರಲ್ಲಿ ಮೊದಲಾಗಿ ಕಾಣುವುದು ಶುಚಿತ್ವ, ಮತ್ತೆ ಕಾಣುವುದು ನಡತೆ. ಒಬ್ಬಾತನ ನಡತೆ ಜಿನ್ನಾಗಿದೆ. ಆದರೆ ಆತನ

ಮೈ ಕೈ, ಬಟ್ಟೆ ಬರೆ ಶುಚಿಯಾಗಿಲ್ಲ ಅನ್ನುವಾಗ ಒಮ್ಮೆಗೇ ಆತನನ್ನು ನಾವು ನಾಗರಿಕ ಎಂದು ಅನ್ನಲಾರವು. ಆದ್ದರಿಂದ ಮನುಷ್ಯ ತನ್ನ ತಿಂಡಿನಸುಗಳಲ್ಲ, ಉಡಿಗೆ ತೊಡಿಗೆಗಳಲ್ಲಿ, ನಡೆನುಡಿಗಳಲ್ಲಿ, ವಸತಿಗತ ರೀತಿಗಳಲ್ಲಿ ಶುಚಿತ್ವದ ನೀತಿಯನ್ನು ಬಳಸಿಕೊಳ್ಳಬೇಕಾದದ್ದು ಅತಿ ಅವಶ್ಯ. ಅದರಲ್ಲಿ ಶುಚಿತ್ವವಿಲ್ಲವಾದರೆ ಆ ಆಶುಚಿಯ ತಳಹದಿಯಲ್ಲಿ ಅವನ ಮಿಕ್ಕ ಯಾವ ರೀತಿ ನೀತಿಗಳೂ, ವಿದ್ಯಾ ವಿನಯಗಳೂ ಶೋಭಿಸದೆ ವೃಥಾ ತೋರಿ ಅವನು ಅನಾಗರಿಕ ಎಂದನ್ನಿಸಿಕೊಳ್ಳಲು ಅರ್ಹನಾಗುತ್ತಾನೆ.

ನಾಗರಿಕತೆಯ ಮೂಲದಲ್ಲಿರುವುದು ಶುಚಿತ್ವ. ಆ ಶುಚಿತ್ವದಲ್ಲಿ ನಾಗರಿಕತೆಯ ರುಚಿತ್ವ ಎದ್ದು ಕಾಣುತ್ತದೆ. ಅದು ಸುಂದರ ಸಮಾಜಕ್ಕೆ ನಾಂದಿಯಾಗುತ್ತದೆ ಅಂದರೆ ಬುನಾದಿಯಾಗುತ್ತದೆ. ಆದ್ದರಿಂದ 'ಈ ಬುನಾದಿ ವಿದ್ಯಾಭ್ಯಾಸದಲ್ಲಿ ಶುಚಿತ್ವಕ್ಕೆ ಪ್ರಾಧಾನ್ಯ ಕೊಡಬೇಕು' ಎನ್ನುವ ತತ್ವ ಎದ್ದು ಬಂದು ನಿಂತಿದೆ.

ಬುನಾದಿ ವಿದ್ಯಾಭ್ಯಾಸವೆಂದರೆ ಮಕ್ಕಳ ವ್ಯಕ್ತಿತ್ವವನ್ನು ಸ್ವತಂತ್ರವಾಗಿ, ಸರ್ಟಿಫಿಕೇಟುಮುಖವಾಗಿ ಅಭಿವೃದ್ಧಿಗೊಳಿಸುವಂತಹ ಒಂದು ಉತ್ತಮ ಸಾಧನಾ ಯಂತ್ರವಿದ್ದಂತೆ, ಪ್ರಬೋಧನಾ ಮಂತ್ರವಿದ್ದಂತೆ. ಮಕ್ಕಳು ಬೆಳೆದ ಮೇಲೆ ತಮ್ಮ ಜೀವನವನ್ನು ಪರಿಪೂರ್ಣವಾಗಿರಿಸಿಕೊಳ್ಳುವುದಕ್ಕೆ ಕೈರುವ ಎಲ್ಲಾ ತರಹದ ಉತ್ತಮ ನಡತೆಗಳ ಸ್ವತಂತ್ರ ವಿಧಾನವನ್ನು ತಿಳಿಸುವ ಉಚ್ಚ ಉದ್ದೇಶ್ಯ ತೊಟ್ಟುಕೊಂಡು ಸಿದ್ಧವಾದ ಈ ಬುನಾದಿ ವಿದ್ಯಾಭ್ಯಾಸದಲ್ಲಿ ಶುಚಿತ್ವದ ಅಭ್ಯಾಸ ಮೊದಲು ಕೂಡಿಸಿ ಆ ಮಕ್ಕಳ ಜೀವನದಲ್ಲಿ ಆರೋಗ್ಯ ಕೂಡಿಬಂದು, ಸೌಂದರ್ಯ ಸೇರಿಬಂದು ಅವುಗಳು ಉತ್ತಮ ನಾಗರಿಕರಾಗುವಂತೆ ಮಾಡಲು ಬಹಳ ಅವಕಾಶವಿರಬೇಕು. ಆದ್ದರಿಂದ ಬುನಾದಿ ವಿದ್ಯಾಭ್ಯಾಸದಲ್ಲಿ ಶುಚಿತ್ವದ ಅಭ್ಯಾಸವು ಪ್ರಧಾನವಾದದ್ದು. ಅದು ಯಶಸ್ವಿಯಾಗಿ ಸಾಗಿ ಬರಲಿ ಎಂದು ಹಾರೈಸುತ್ತಾ ಈ ಲೇಖನವನ್ನು ಮುಗಿಸುತ್ತಿದ್ದೇನೆ.

(Continued from page 42)

Rs. 120-8-200 and to promote Senior S.S.L.C. Teachers as Hobli Inspectors, or as Headmasters of Middle Schools as in the case of Bombay-Karnatak area.

3. Resolved to request Government to kindly sanction two advance increments to all trained teachers instead of a higher maximum of pay.

4. Resolved to request Government to kindly merge full D.A. into pay, to grant

further D.A. at the rate of 10% of the new pay with Rs. 10 minimum and Rs. 20 maximum.

5. Resolved to request Government to kindly give top-priority for graduates working in II Division while enlisting to I Division posts.

6. Resolved that the Secretary be permitted to wait on a deputation before the D.P.I. and Education Minister shortly and press for these genuine requests in the interest of teachers.

Accounts of the Journal of the Mysore State Education Federation

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ACCOUNTS OF THE JOURNAL OF THE MYSORE STATE EDUCATION FEDERATION, BANGALORE
1. Statement of Receipts and Payments for the Year 1960-61

RECEIPTS	Rs. nP.	PAYMENTS	Rs. nP.
1. Opening Balance ..	263 82	1. Printing and Stationery ..	5,719 65
2. Subscriptions ..	6,333 90	2. Bank Remittances:	634 00
3. Government Grant ..	1,000 00	(a) State Bank of Mysore, Fort Branch ..	
4. Bank Withdrawals ..	1,794 04	(b) Mysore State Education Federation Co-operative Bank ..	1,000 00
5. Sale of Books ..	92 40	3. Miscellaneous Charges, including Bank Charges ..	175 86
6. Advertisement Charges ..	410 00	4. Postage ..	540 91
7. Federation Fee ..	6 00	5. Editorial and Other Charges ..	330 00
8. Delegation Fee (M.S.E.F.) ..	3 00	6. Establishment ..	580 00
		7. House Rent ..	120 00
		8. Audit Fee ..	30 00
		9. Paid to the Secretary, M.S.E.F. ..	5 00
		10. Delegation Fee paid to M.S.E.F. ..	3 00
		11. Typewriter Charges (Repairs) ..	125 00
		12. Travelling Allowance ..	67 75
		13. Subscription paid back ..	35 00
		14. Closing Balance ..	536 99
	TOTAL .. 9,903 16	TOTAL ..	9,903 16

2. Profit and Loss Account for the Year 1960-61

PROFIT	Rs. nP.	LOSS	Rs. nP.
1. Subscriptions Received ..	6,333 90	1. Printing and Stationery ..	5,719 65
Less Paid ..	35 00	2. Miscellaneous Charges including Bank Charges ..	175 86
	6,298 90	3. Postage ..	540 91
2. Government Grant ..	1,000 00	4. Editorial and Other Charges ..	330 00
3. Sale of Books ..	92 40	5. Establishment ..	580 00
4. Advertisement Charges ..	410 00	6. House Rent ..	120 00
		7. Audit Fee ..	30 00
		8. Travelling Allowance ..	67 75
		9. Net Profit ..	237 13
	TOTAL .. 7,801 30	TOTAL ..	7,801 30

	Rs.	nP.
1. Opening Balance
2. Deposits made
	TOTAL	.. 1,179 33
	Rs.	nP.
1. Withdrawals
2. Closing Balance
	TOTAL	.. 1,813 33

4. Balance Sheet of the Journal of the Mysore State Education Federation on 31-3-1961

LIABILITIES		Rs. nP.	Rs. nP.	ASSETS		Rs. nP.
1.	Mysore State Education Federation : Balance as on 31-3-1960 .. Receipts .. ..	..	1,689 79 9 00	1.	Cash on Hand ..	536 99
				2.	M.S.E.F. Co-operative Bank ..	1,000 00
				3.	State Bank of Mysore ..	19 29
				4.	Equipment—Typewriter ..	381 80
	Less Payments .. ..	..	1,698 79 8 00			
			1,690 79			
2.	Profit during 1961-62 .. ..	..	237 13			
	Add Cost of Typewriter taken as loss now credited to Profits	..	256 80			
			493 93			
	Less Loss as per last Balance Sheet ..	..	246 64			
			247 29			
	TOTAL ..	..	1,938 08		TOTAL ..	1,938 08

D. VISWESWARAIYA,
Editor,
Journal of the M.S.E.F.

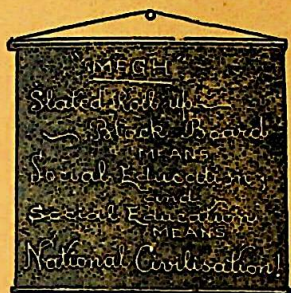
Checked the Accounts of the *Journal of the Mysore State Education Federation* from 1-4-1960 to 31-3-1961 and found them to be correct.

BANGALORE,
Dated 23rd May 1961.

H. SRINIVASA MURTHY,
Auditor.

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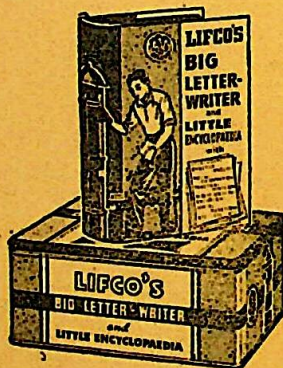
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